

RIGHT TO EDUCATION COUNTRY FACTSHEET

UGANDA

April 2012

This brief intends to assist practitioners to identify the key national policies relevant to the right to education, analyse their strengths and weaknesses and detect the gaps between policies and practice, in order to use the empirical data collected to define an advocacy strategy informed by human rights. The information collected here reflects what is publicly available; it is neither intended to be exhaustive nor to give an authoritative analysis of the situation in the country, but rather, to be a useful tool for the reflection on the right to education.

THE RIGHT TO EDUCATION IN UGANDA: A BRIEF ANALYSIS

1. Good standards and policies in Uganda but progress is possible

Uganda overall has a good legal framework protecting the right to education. It is guaranteed in the constitution, and Uganda is a party to the most important regional and international conventions protecting the right to education. However, some progress can be made, as some key UN conventions have not been signed or ratified, in particular the optional protocols opening individual communications for the violations of UN human rights treaties.

Uganda has a comprehensive and ambitious set of education policies. These policies aim at ensuring basic education for all, and efforts are being made to reach the most vulnerable people. Yet, there may be some concerns as to whether Uganda is prioritising higher education over fulfilling their obligations regarding primary and secondary education, as these take precedence over higher education, according to international law.

Another concern regarding the fulfilment of the right to education is that Uganda's budget allocation towards education has been decreasing in the last years. Budget allocated to education now represents 3.2% of GDP, which is significantly less than, for instance, Kenya (6.7% of GDP towards education in 2010). Uganda has to spend the maximum of its available resources to fulfil economic, social and cultural rights, including the right to education.

2. Advocacy opportunities

The national and international standards Uganda has signed up to provides some useful benchmarks against which the reality of education in Uganda can be measured, and thereby provide important advocacy opportunities and concrete recommendations for change.

- Data collected can be compared with these national standards and commitments, thereby holding Uganda to account.
- Uganda has agreed to human rights commitments through the UPR procedure of the UN Human Rights Council in December 2011, and it should be ensured that these commitments are fulfilled and that they cover the right to education.
- Uganda has never reported on its enforcement of the Covenant on Economic, Social, and Cultural Rights and is overdue to report since 1990. Advocating for such reporting could provide a useful mobilisation point, and give the opportunity for civil society shadow reporting on the right to education. Uganda does report to the Committee on the Rights of the Child, which serves a similar function – but it is not planned to report until 2014.
- The Constitution of Uganda clearly guarantees the right to education and it could be considered to advocate for the concrete implementation of this right, potentially using law suits to bring about structural changes. The African system of human rights could additionally provide for useful recourses and mobilisation tools if a case is unsuccessful at the national level.

Additional information on the right to education in Uganda can be found in <http://www.right-to-education.org/country-node/400>

TABLE OF CONTENTS

I.	International Obligations	2
II.	National policies.....	3
	1. Constitution.....	3
	2. Legislation and policies	5
	2.1 Budget.....	5
	2.2 Policy framework overview.....	5
	2.3 Overview of selected relevant policies	6
	3. Remedies.....	10
III.	Relevant recommendations from international Bodies	10
	1. Domestic level.....	11
	2. UN Human Rights Bodies	11
	2.1 UN Universal Periodic Review recommendations	11
	2.2 UN Human Rights Treaty Bodies.....	12
	2.1 Other relevant bodies	13
IV.	Other sources of information	13
V.	Human Rights Jargon	14

I. INTERNATIONAL OBLIGATIONS

The major UN conventions (listed below) each have provisions relevant to education, non-discrimination or access to justice, and they can all be signed up to by states, thereby obliging these to respect, protect and fulfil human rights. When States ratify international treaties, they legally commit to respect its provisions, and the concrete situation in the country can therefore be measure against the standards set in the treaty. The ratification of treaties further indicates that the right to education does not come out of a vacuum, but corresponds to international standards that many States have committed to enforce.

It is sometimes possible to bring complaints before national courts if these treaties are not respected by States. Some conventions, either in their core text or in optional protocols, also specify routes of individual complaints to the different committees of independent experts.

Instrument	Ratified
<u>International Covenant on Economic, Social and Cultural Rights (ICESCR)</u>	21 Jan 1987
<u>Optional Protocol to the ICESCR</u>	-
<u>Convention on the Rights of the Child</u>	17 Aug 1990
<u>Optional Protocol to the Convention on the Rights of the Child on a communications procedure</u>	-
<u>Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</u>	22 Jul 1985

<u>Optional Protocol to the CEDAW</u>	-
<u>International Covenant on Civil and Political Rights (ICCPR)</u>	21 Jun 1995
<u>Optional Protocol to the ICCPR</u>	14 Nov 1995
<u>CERD</u>	21 Nov 1980
<u>ILO 87 Freedom of Association and Protection of the Right to Organise Convention</u>	02 Jun 2005
<u>ILO 98 Right to Organise and Collective Bargaining Convention</u>	04 Jun 1963
<u>ILO 111 Convention concerning Discrimination in Respect of Employment and Occupation</u>	02 Jun 2005
<u>ILO 138 Minimum Age Convention</u>	25 Mar 2003
<u>ILO 182 Worst Forms of Child Labour Convention</u>	21 Jun 2001
<u>African Charter on Human and Peoples' Rights</u>	10 May 2006
<u>Protocol to the African Charter on Human and Peoples' Rights on the Establishment of an African Court on Human and Peoples' Rights</u>	16 Feb 2001
<u>African Charter on the Rights and Welfare of the Child</u>	17 Aug 1994
<u>UNESCO Convention Against Discrimination in Education</u>	09 Sep 1968
<u>UNESCO Convention on Technical and Vocational Education</u>	-

Latest ratification information of UN human rights instruments can be found on <http://treaties.un.org/pages/Treaties.aspx?id=4&subid=A&lang=en>, on <http://www.ilo.org/ilolex/english/> for the ILO, on http://www.achpr.org/english/info/index_ratifications_en.html for African instruments and on http://www.unesco.org/eri/la/conventions_by_country.asp?contr=UG&language=E&typeconv=1 for UNESCO conventions

II. NATIONAL POLICIES

National laws and policies are important because they define concretely the framework of rights and obligations for actors in the country. The Constitution is the highest legislative norm; it sets out general principles to which all other national laws and policies have to adhere. It is usually the text where human rights, including the right to education, are or should be defined. If a policy or law does not respect the Constitution, it can usually be challenged before courts.

Laws and policies that are related to the right to education form a complex net that is useful to review to identify 1) to which extent it is in line with international standards, and 2) whether it matches the reality of education in a country.

The list of laws and policies presented below is not exhaustive; it gives an indication of the relevant existing policies and their relation with the right to education. It can constitute a basis for further research, and it should be considered critically together with the observations made by NGOs and international organisations.

1. CONSTITUTION

More information on <http://www.right-to-education.org/country-node/400/country-constitutional>

The Constitution of the Republic of Uganda 1995, amended in 2005.

Human rights are directly guaranteed in the constitution of Uganda, in particular under chapter 4 (Protection and promotion of other fundamental and other human rights and freedoms). Rights explicitly protected

include freedom from discrimination (art.21), rights of women (art. 32), rights of persons with disabilities (art.35), cultural rights and rights of minorities (arts.36-37).

The Constitution also creates a number of human rights institutions (see below 2.2).

The principle of the best interest of the child is reflected in the Constitution (and the Children Statute 1996). The right to education and the rights of the child are also clearly protected, as mentioned below.

NATIONAL OBJECTIVES AND DIRECTIVE PRINCIPLES OF STATE POLICY

Article XIV. General social and economic objectives

The State shall endeavour to fulfil the fundamental rights of all Ugandans to social justice and economic development and shall, in particular, ensure that:

- (a) all developmental efforts are directed at ensuring the maximum social and cultural well-being of the people; and
- (b) all Ugandans enjoy rights and opportunities and access to education, health services, clean and safe water, work, decent shelter, adequate clothing, food security and pension and retirement benefits.

Article XVIII. Educational objectives.

- (i) The State shall promote free and compulsory basic education.
- (ii) The State shall take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible.
- (iii) Individuals, religious bodies and other nongovernmental organisations shall be free to found and operate educational institutions if they comply with the general educational policy of the country and maintain national standards.

CONSTITUTION

30. Right to education.

All persons have a right to education.

34. Rights of children.

- (1) the right to know and be cared for by their parents or those entitled by law to bring them up.
- (2) A child is entitled to basic education which shall be the responsibility of the State and the parents of the child.
- 3) No child shall be deprived by any person of medical treatment, education or any other social or economic benefit by reason of religious or other beliefs.
- (4) Children are entitled to be protected from social or economic exploitation and shall not be employed in or required to perform work that is likely to be hazardous or to interfere with their education or to be harmful to their health or physical, mental, spiritual, moral or social development.
- (5) For the purposes of clause (4) of this article, children shall be persons under the age of sixteen years.

(6) A child offender who is kept in lawful custody or detention shall be kept separately from adult offenders.

(7) The law shall accord special protection to orphans and other vulnerable children.

2. LEGISLATION AND POLICIES

SUMMARY OF UGANDA EDUCATION SYSTEM (2009-2011)

Source: *UNESCO Institute for Statistics*

Public expenditure on education as % of GDP	3.2 (2009)
Public expenditure on education as % of total government expenditure	15.0 (2009)
Entrance age of pre-primary	3
Entrance age of primary	6
Entrance age of 2A lower secondary	13
Entrance age of 3A upper secondary	17
Entrance age of 4A post-secondary	19
Duration of compulsory education	7
Starting age of compulsory education	6
Ending age of compulsory education	12

2.1 BUDGET

- The reorientation of expenditure envisaged during the planning period 2011-2014 (see below National Development Plan) reflects increased investments in health and education which will, combined together, exceed 30% of the total budget by the middle of the planning period.
- However, the share of education as total government expenditure has declined from a high of 20.6% in 2002/03 to fluctuate between 15% and 16% in the last four years to 2008/09. It is expected that budget allocations for education will continue to come under pressure from competition from other priority sectors, in particular infrastructure and energy, and education allocations are predicted to remain between 15% and 16% till 2013/14 with a rise to 17.4% in 2014/15.
- These financial allocations are [assessed](#) as being insufficient to meet the aspirations of the Education Sector Strategic Plan (see 2.2 below).

2.2 POLICY FRAMEWORK OVERVIEW

NATIONAL POLICY FRAMEWORK

Uganda National Programme of Action for Children (UNPAC). It was developed and launched in 1993. UNPAC provides a framework for all actors to protect the rights of children in the areas of child survival, development, protection and participation.

Children Statute (1996). It operationalizes the Constitution regarding the protection of children and reinforces the UNPAC.

Education (pre-primary, primary and post-primary) Act, 2008. This is the legislative basis governing education provision in Uganda. It states that “basic education shall be provided and enjoyed as a right by all persons”. The **University and Other Tertiary Institutions Act, 2001**, governs tertiary education.

National Development Plan. With the expiration of the Poverty Eradication Action Plan (PEAP), which had guided national development policy and public expenditure since 1997, the Government of Uganda has developed a comprehensive [National Development Plan](#) (NDP) covering 2010/11-2014/15. This set out Uganda’s broad development agenda aimed at accelerating socio-economic transformation for prosperity. Investment priorities include physical infrastructure and human resource development, with particular reference to the importance of education and the promotion of science, technology and innovation. Significant emphasis is placed in the NDP on public private partnerships and that “a “Business Approach” will be pursued to improve public service delivery”.

Education Sector Strategic Plan (ESSP). The Uganda Ministry of Education and Sports has since 1997 been pursuing the goal of universal primary education (UPE) through a series of education sector strategies and plans, the latest of which is a third revision of the Education Sector Strategic Plan (ESSP) 2003-2015. The original ESSP was revised in 2007 (**Revised ESSP 2007-2015**) and has undergone a subsequent revision in 2010 to produce the [Updated ESSP 2010-2015](#) responding to the policy imperatives of the new National Development Plan (NDP) 2010/11-2014/15 and other development in the sector. The Updated ESSP builds on previous plans with UPE remaining as a core objective, along with other wider sector priorities including, since 2007, Universal Secondary Education (USE).

Other key policy documents include:

- The Local Governments Act 1997;
- The Education Service Act 2002;
- Basic Education Policy for Educationally Disadvantaged Children, 2006
- Strategic Plan for Secondary Education in Uganda 2008-2019 (2008);
- The Gender in Education Sector Policy, 2009
- Universal Primary Education (UPE) Capitation Grant, Planning and Implementation Guidelines for District and Urban Councils, 2007:
- The Scheme of Service for Teaching Personnel in the Uganda Education Sector, 2008;
- Guidelines for Customised Performance Targets for Headteachers and Deputy Headteachers, 2008;
- Guidelines on: Policy, Planning, Roles and Responsibilities of Stakeholders in the Implementation of UPE for Districts and Councils, 2008;

2.3 OVERVIEW OF SELECTED RELEVANT POLICIES

SUMMARY OF UGANDA MINIMUM AGE LEGISLATION

	End of compulsory education	Admission to employment	Marriage		Criminal responsibility
			General <i>girl/boy</i>	Exception <i>girl/boy</i>	
Age	12	No minimum	No minimum		7
Source	UNESCO Institute for Statistics , 2010	Right to Education Project website	Right to Education Project website	Right to Education Project website	Right to Education Project website

SOME KEY POLICIES

The policies and commitments of the Ugandan government with regards to education are summed up in its [National Development Plan/Poverty Reduction Strategy Paper](#) 2010/11 – 2014/15, p.233 to 259, where a full list of the strategies for education can be found. Uganda has set in particular the following objectives:

Priority Areas: Access to Primary Education
<ol style="list-style-type: none"> 1. Continue with implementation of UPE by providing capitation grants to cover school costs 2. Provide hardship allowances to improve PTR in hard to reach areas 3. Deploying more female teachers to rural schools to increase girls' participation 4. Improve facilities at schools through use the School Facilities Grants (SFG)
Priority Areas – Quality and Relevance of Primary Education
<ol style="list-style-type: none"> 1. Improve provision of instructional materials to schools to raise learning achievement. 2. Implement the new Thematic Curriculum in P1 to P3, start reform of upper primary curriculum 3. Improve pupil assessment, including school based continuous assessment. 4. Ensure adequate recruitment, distribution and performance of qualified teachers 5. Strengthen Primary Teacher Colleges so they supply sufficient adequately prepared teachers 6. Expand coverage of pre-primary education through public private partnership and licensing more ECD centres 7. Reduce under and over-aged enrolment. 8. Promote community/ Parents' involvement
Priority Areas - Effectiveness and Efficiency of Primary Education
<ol style="list-style-type: none"> 1. Improve school management through the Teacher Development and Management Systems (TDMS), Implement the Customised Performance Targets (CPT) scheme for head teachers, and use of School Improvement Plans 2. Ensure all schools have effective SMCs. 3. Effectively monitor learning achievement in numeracy and literacy skills and publish results 4. Regularly publish results of assessments of pupils' achievements in literacy and numeracy, as a basis for each school's plan for improvement of pupil achievement levels (JAF) 5. Strengthen the capacity and role of District Education Officers (DEOs) and District Inspectors of Schools (DIS) in school supervision. 6. Strengthen EMIS to collect, analyse and report data in a timely manner for planning and decision making 7. Increase career incentives and progression for primary teachers, head teachers and teacher educators through new Schemes of Service 8. Introduce a system of standards that is the basis for improved capacity to track use of resources.
Priority Areas – Cross Cutting
<ol style="list-style-type: none"> 1. Implement the new sector policy on HIV/AIDS with its emphasis on prevention, and to improve, guidance and counselling skills, care and support 2. Promote physical education and sports in schools

3. Increase opportunities for disabled children through **Inclusive Education** policy and strategies
4. Promote gender equality through implementation of new Gender Education Policy.

SOME MEASURES TAKEN BY UGANDA TO GUARANTEE THE RIGHT TO EDUCATION

Sources and further reading: most of the information above can be found in the Uganda national development plan

Education rights	Measure	Description
Free and compulsory primary education	Legal guarantee - Universal Primary Education (UPE) in 1997	Free tuition at primary school education. The introduction of UPE in 1997 significantly increased access to primary education as total enrolment tripled from about 2.7 million in 1996 to 8.2 million in 2009.
	Curriculum	Revised lower primary thematic curriculum in 2007, and a revised upper primary curriculum, which will be implemented in 2011, to address the problem of non-completion of school: Focuses on literacy, numeracy and life skills and teaches through the medium of local languages.
	Capitation grants	Uganda provides a capitation grant to cover school costs. Uganda plans set up a differentiated allocation formula for capitation grants to schools that takes into consideration the differences among schools and the communities they serve so as to realise an improved allocation of the capitation grants.
Non-discrimination and relevant education	Uganda Gender Policy	Provides a framework for gender responsive development.
	Bursaries	Targeted secondary level bursary schemes for girls, students with disabilities and needy students.
	Special schools	Construct and equip regional secondary schools for children with severe disabilities to enable them gain access to formal education.
	Funding	A budget line will be allocated within the UPE capitation system for specialized equipment, facilities and materials for children with disabilities.
	Inclusive education policy	Reduce the costs of educating children with special needs in separate institutions and enable them to easily associate with other children.
Legal	Plan to establish regulation to protect girls and boys from sexual harassment in schools.	
Quality learning	Revised Basic Requirement Minimum Standards	Introduction of basic child-friendly standards for schools
	Customised performance targets for head teachers	To ensure compliance with set school management standards

	and deputy head teachers	
	National Assessment of Proficiency in Education (NAPE)	Testing literacy and numeracy competences of primary three and primary six pupils nationally. These statistics complement the MDG indicators with information that relates more directly to the quality of the education provided to learners.
	Material buying	The number of books for the four core subjects of English, Mathematics, Science and Social Studies increased from 6.6 million (1995) to 11 million (2008).
	Investments in classrooms (School Facilities Grant and Classroom Completion Grant)	Increase in classroom construction leading to an improved Pupil Classroom Ratio (PCR) from 106:1 (2000) to 72:1 (2009). Between 2000 and 2005, the total number of classrooms increased by 60 per cent as a result of the continued construction of classrooms under the School Facilities Grant (SFG) and Classroom Completion Grant (CCG). Approximately 80 per cent of the classrooms were built under SFG.
	Teachers recruitment and education	<p>The shortage of teachers has led to prioritizing the implementation of the policy of 100 per cent Government sponsorship of students joining Primary Teachers Colleges and 80 per cent sponsorship for those joining National Teachers Colleges (NTCs).</p> <p>The Scheme of Service targeted at all serving staff has been introduced as a framework for career progression and development. This framework is expected to address the issue of teacher motivation and retention as well as making the teaching profession first choice for bright students.</p> <p>Education “centres of excellence”: Fully equip teachers with all the facilities required for effective teaching and learning. These will include, among others, adequate number of qualified teachers, fully furnished libraries, science and ICT laboratories, adequate and relevant instructional materials, teachers’ houses, adequate and functional sanitation and hygiene facilities for both boys and girls, clean water and power.</p>
Access to secondary education	Universal Secondary Education (USE)/Universal Post Primary Education and Training (UPPET)	Introduced in 2007. Increased secondary school enrolment (S1 – S6) by 25 per cent from 814,087 in 2006 to 1,165,355 students in 2009, with girls constituting 45.6 per cent of total enrolment.
	“seed secondary schools”	construction of “seed secondary schools” in subcounties where there are none and in districts where the need is great.
Transparency and accountability	General policy at schools level	<p>Plan to, amongst other measures:</p> <ul style="list-style-type: none"> - Mobilize communities to participate in school activities. - Develop and implement school improvement plans. - Regularly publish results of assessments of students’

	<p>achievements</p> <ul style="list-style-type: none"> - in literacy and numeracy, as a basis for each school's plan for improvement of pupil achievement levels.
General policy at the district level	<p>Plan to, amongst other measures:</p> <ul style="list-style-type: none"> - Publish on annual basis district league tables to enable Local Governments (LGs) gauge and track performance rating at national level. - Implement customized performance targets and institute a reward system to encourage performance of districts and schools.

3. REMEDIES

AVAILABLE REMEDIES FOR HUMAN RIGHTS VIOLATION RELATED TO THE RIGHT TO EDUCATION		
Domestic	Regional	International
<ul style="list-style-type: none"> ➤ National courts ➤ National Human Rights Commission 	<ul style="list-style-type: none"> ➤ The African Committee of Experts on the Rights and Welfare of the Child ➤ The African Commission on Human and Peoples' Rights and the African Court on Human and Peoples' Rights 	<ul style="list-style-type: none"> ➤ The Committee on the Elimination of Discrimination against Women ➤ The UN Human Rights Committee ➤ UNESCO procedure ➤ ILO Procedure
<p><i>For more information, see also http://www.claiminghumanrights.org/uganda.html?&L=ofefghqitmbv</i></p>		

III. RELEVANT RECOMMENDATIONS FROM INTERNATIONAL BODIES

The recommendations and observations made by national or international bodies provide a critical view of the laws and policies in a country, and can constitute a useful tool to identify the gaps related to the right to education. They also give arguments for national advocacy, and can be useful forum to mobilise people and drive change on the right to education.

Recommendations are often made by NGOs in the context of the reporting to UN bodies. They give the point of view of civil society and affected people. At the national level, independent monitoring bodies, such as national human rights institutions, can also make recommendations on human rights, normally giving a neutral domestic perspective on the state of human rights in a country.

The performance of States to respect their obligations is also reviewed by other States through Universal Periodic Review (UPR), which is a peer review mechanism taking place at the Human Rights Council. The recommendations made in this context, are often rather general, but carry a significant political weight. The analysis made by UN human rights bodies related to treaties which States have signed up to provide more specific recommendations, and constitute one of the most authoritative sources of critical analysis on human rights in a country.

Other international mechanisms, such as UN Special Rapporteurs and UN Agencies (including UNICEF, the World Bank...) can be another useful source of information.

1. DOMESTIC LEVEL

The **Uganda Human Rights Commission** noted through the [Universal Periodic Review \(UPR\) process](#) that the quality of primary and secondary education was inadequate, and that the funding was insufficient to meet the material and professional conditions of staff and to provide for specialised trained staff to address the special needs of students.

The **Uganda Child Rights NGO Network** added that challenges remained with the free education policy because of hidden costs, such as cost of uniforms and school meals. Ugandan disability NGOs highlighted some of the difficulties for children with disabilities regarding a lack of quality education. The Indigenous Peoples of Africa Co-ordinating Committee in Uganda and other NGOs also pointed out that access to education for the Karamajong people is extremely limited.

2. UN HUMAN RIGHTS BODIES

2.1 UN UNIVERSAL PERIODIC REVIEW RECOMMENDATIONS

All relevant documents on <http://www.ohchr.org/EN/HRBodies/UPR/Pages/UGSession12.aspx>

Last review	December 2011 - A/HRC/19/16
Next report	26th session (2016)

RECOMMENDATIONS “SUPPORTED” UGANDA RELEVANT FOR THE RIGHT TO EDUCATION

The recommendations made in the context of the Universal Periodic Review (UPR) are usually rather general and do not carry a very strong weight for the moment. Uganda’s human rights record was examined by the Human Rights Council in 2008, and several recommendations which the State indicated it “supported” were made.

It was notably recommended that Uganda integrates international human rights instruments into domestic law; support the national human rights commission; several recommendations asking to strengthen the efforts to prevent violence against women

Some recommendations which are directly relevant for the right to education were also made to Uganda, including:

- Introduction of human rights education to increase the awareness of human rights;
- More resources be allocated to human rights education in parts of the country that have for a long time been under rebel control;
- Administrative measures to ameliorate the situation of children and women;
- Integration of former child soldiers into education;
- Implement policies to support food production, access to credit and school meals programs linked to local food production;
- Improve access for persons with disabilities to education
- General improvements to access education for all and to improve the education standards;
- Increase public expenditure on education and undertake additional efforts to improve the functioning of the education system, in order to ensure quality education for all children
- Continue to reinforce the development policy on primary education
- Enforcement of child labour laws

In addition, Uganda voluntarily undertook several human rights commitments, in particular to:

- Develop and implement a national action plan on human rights issues;
- Carry out an annual review of the human rights situation in the country and report as appropriate;
- Establish a human rights desk under the Ministry of Justice and Constitutional Affairs to coordinate human rights issues at the national level
- Designate focal points within each relevant Government department and request other stakeholders to designate focal points to follow up and report on the implementation of human rights issues
- Inculcate human rights, voter education and civic education in the education curriculum of schools

2.2 UN HUMAN RIGHTS TREATY BODIES

Relevant information can be found in the [Compilation of UN information prepared for the UPR in XX](#).

COMMITTEE ON THE RIGHTS OF THE CHILD

Last review	September 2005 – 40th session
Next review	Was theoretically due in 2011

Main recommendations on education at paras. 59-60.

- The CRC and the Special Rapporteur on the right to education in a previous report each expressed their concern that corporal punishment was still traditionally accepted and widely practised in Uganda.
- Increase public expenditure on education and undertake additional efforts to ensure access to informal education to vulnerable groups.
- Strengthen vocational training.
- Take all measures to provide children with disabilities to quality education.

COMMITTEE ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Last review	Initial report overdue since 1990
Next review	unknown

Uganda has never submitted a report to the Committee on economic, social and cultural rights.

CEDAW COMMITTEE

Last review	October 2010 – 47th session
Next review	Expected in 2014

- Take steps to overcome traditional attitudes that in some areas might constitute obstacles to girls' and women's education.
- The Committee was seriously concerned at the high number of girls who suffer sexual abuse and harassment in schools, as well as the high number of girls who suffer sexual violence while on their way to school.
- Allocate the necessary budget for the implementation of the various projects and programmes related to education.

2.1 OTHER RELEVANT BODIES

The UN Special Rapporteur on the right to education visited Uganda in 1999. The report can be found on <http://www.ohchr.org/EN/Issues/Education/SREducation/Pages/CountryVisits.aspx>

IMF

The International Monetary Fund [Uganda Poverty Reduction Strategy Paper](#) identified the following constraints to performance of education sector:

- Weak institutional alignment, coordination and accountability practices;
- Inadequate budgetary resources;
- Capacity gaps in education: Teaching methods are old fashioned and books are not only inadequate but those that are available are not always used effectively;
- Social and cultural practices, attitudes and perceptions which affect the performance of the sector, in particular access of girls to education;
- Inadequate physical infrastructure (scholastic materials, classroom blocks, water and sanitation, and power supply);
- Inadequate sports facilities and equipment.

IV. OTHER SOURCES OF INFORMATION

Useful information about Uganda can also be found on the website of these human rights organisations.

- Human Rights Watch: <http://www.hrw.org/reports/2012/01/22/world-report-2012>
- Amnesty International: <http://www.amnesty.org/en/annual-report/2011>
- International Federation for Human Rights: <http://www.fidh.org/-Africa->

The Right to Education Project website gives specific information about the right to education Uganda: <http://www.right-to-education.org/country-node/400/>

The US State Department gives an overview of the education system in Uganda: <http://www.state.gov/r/pa/ei/bgn/2963.htm>

The World Bank provides detailed statistics about education in Uganda, and some policy analysis: <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/UGANDAEXTN/0,,menuPK:374871~pagePK:141159~piPK:141110~theSitePK:374864,00.html>

The documentation about Uganda's UPR can be found on <http://www.ohchr.org/EN/HRBodies/UPR/Pages/UGSession12.aspx>

V. HUMAN RIGHTS JARGON

Acronym	Full name	Comments
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women	A treaty legally binding for the States that have ratified it and which defines States' obligations regarding the human rights of women, which include economic, social and cultural rights.
CESCR	UN Committee on Economic, Social and Cultural Rights	The UN Committee made of international experts that gives interpretation of the International Covenant on Economic Social Cultural Rights and examines individual complaints made before the OP-ICESCR.
CRC	UN Committee on the Rights of the Child	The UN Committee made of international experts that gives interpretation of the Convention on the Rights of the Child.
ESCR	Economic, social and cultural rights	Rights defined by the ICESCR, including the right to education.
ICESCR	International Covenant on Economic Social Cultural Rights (1966)	A treaty legally binding for the States that have ratified it and which defines States' obligations regarding economic, social and cultural rights.
OP-ICESCR	Optional Protocol to the International Covenant on Economic Social Cultural Rights	Treaty that opens an international individual complaint mechanism for victims of violations of economic, social and cultural rights in countries that ratify it.
UDHR	Universal Declaration of Human Rights (1948)	A non-legally binding text agreed upon by all members of the United Nations and that defines all human rights.
UPR	Universal Periodic Review	A system created by the UN Human Rights Council in 2006 sot States to peer-review the human rights records of all 192 UN Member States once every four years.